

Friends' Bloomingdale

Academy

ANNOUNCEMENT FOR 1911-12

Sixty-sixth Year

Bloomíngdale, Parke County, Indiana.



THE MEETING HOUSE

FRIENDS' BLOOMINGDALE ACADEMY



THE ACADEMY

Faculty

CAROLINE M. HILL, Ph D., Principal and Supervisor of work in English and History.

WILLIAM HILL, A. M., Professor of Agricultural Economics in the University of Chicago. Director of the Department of Agriculture in Bethany College.

J. MILTON HOVER, B. Pd., A. B., Supervisor of work in Science, and Instructor in Zoology and Botany. Instructor in Botany and Agriculture, Michigan State Normal College, Summer Quarter.

A. JUNE KERSEY, A. B., Instructor in Latin and Algebra.

MAUDE WOODY, A. B., Instructor in English.

ANNIE THOMPSON, Instructor in Domestic Science.

ELBERT W. VICKERY, Instructor in Manual Training and Geometry.

-----, Instructor in Horticulture.

*ROBERT B. KINKEAD, A. B., B. S. A., Instructor in Physics, Soil Physics; Supervisor Official Test of Dairy Animals for Purdue University.

HAZEL JESSUP, Assistant in Laboratory.

ROBERT HESTER, M. D.; MRS. LAURA HESTER, M. D., Medical Advisers.

*In service of U. S. Department of Agriculture.

Calendar 1911-12

Fall Quarter begins Tuesday, Sept. 19, 8:30 o'clock.
 Academic Association November 18, 1911.
 Senior Public —————
 Thanksgiving Vacation Nov. 21 P. M. to Nov. 27, 8:30 A. M.
 Fall Quarter Ends December 15, 4 P. M.

1912

Winter Quarter Begins Jan. 2, 1912, 8:30 A. M.
 Academic Association, ... Feb. 17, 1912, 8 P. M.
 Contest in Declamation and Oratory March 1, 1912, 8. P. M.
 Spring Vacation, ... March 19 to March 26.
 Spring Quarter begins March 26 8:30 A. M.
 Academic Association May 18, 1911.
 Junior Public —————
 Baccalaureate Sermon June 2, 1912.
 Commencement June 6, 1912.

Historical Statement

The Friends' Bloomingdale Academy was founded in 1844 by pioneer Quakers and called "The Western Manual Labor School." It originally had forty acres of land on which were erected shops, a boarding house, and the old Academy building, now known as Dennis Hall.

Harvey Thomas was its first principal, and Barnabas Coffin Hobbs, the first president of Earlham College, and state superintendent of public instruction in 1861-1870, was its guiding spirit for more than twenty years. Under his administration, it became the leading institution of high school rank in that part of the state, and through his affiliations was brought into close relation with the educational progress of the west.

The industrial scheme was dropped in a few years. As time advanced the impracticability of systematic manual labor was so apparent that the name of the institution was changed to the "Western Agricultural School" which name it kept until about 1860, when the present name was adopted. It was found much easier to maintain a high standard in science and literature than in technical arts and practical industries. In recent years college entrance requirements have served to maintain a high standard in those branches and the Academy now ranks as a state commissioned high school.

A recent analysis of the effect of the School upon the community shows that the very high standard maintained in the Arts has been instrumental in draining the community of much good blood and in addition has had the effect of a vocational school for the preparation of teachers. It has been deemed, therefore, the part of wisdom to once more try the formal instruction in Agriculture and Domestic Science in an effort to add to the material welfare of the people who are supporting the school.



ON THE ROCK RIVER

Latin.

MISS KERSEY.

LATIN I. Collar and Daniell, First Year Latin. Freshman Year. The aim of the first year's work is to give the pupil a good foundation for the work of the succeeding years; i. e. to give him a fair knowledge of the principles of Latin Pronunciation, ability to read intelligibly, accurate knowledge of inflection, an understanding of the fundamental rules of syntax, and ability to distinguish their applications in easy translation.

First Quarter; Lessons I to XXXII inclusive.

Second Quarter; Lessons XXXIII to LXV inclusive.

Third Quarter; Lessons LXVI to LXXV inclusive with supplemental reading.

LATIN II. Allen and Greenough's Cæsar's Gallic War. Sophomore Year. The aim in this course is an accurate knowledge of translation into idiomatic English; an appreciation of the subject matter and of contemporary conditions in the Roman world; to better understand English words derived from Latin.

First Quarter; Book I, Chapters 1 to 40 inclusive.

Second Quarter; Book I, Chapter 41 to end of Book II.

Third Quarter; Book III, with selections from other Books. One day each week will be devoted to Latin Composition. Text:—Hale's Prose Composition based on Caesar.

LATIN III. Text: Junior Year. Cicero.

Fall Quarter; First and Second Oration against Cataline.

Winter Quarter; Third and Fourth Orations against Cataline.

Spring Quarter; The Citizenship of Archais, with miscellaneous letters.

Composition based on Bennet's Latin Composition will be given once a week throughout the year. Those constructions used most in Cicero's orations are studied closely. If a large majority of the class do not expect to study Latin during the fourth year, an equivalent amount of Virgil's Aeneid may be substituted for Cicero during the spring term.

English.

MRS. HILL, MISS WOODY.

The study of English is required of all students. Its two objects are: I. The use of correct English, in conversation and composition, and, II. The cultivation of the taste for the best literature. The cultivation of taste for literature will be (1) by class study of certain masterpieces, and (2) by home reading and written reports.

ENGLISH I. Three Quarters. Freshman Year.

Generally speaking, English has been found particularly difficult

for country children because of the lack of good literature, because of their inherent reserve, and because of bad habits of speech at home which are hard to eradicate; nevertheless students will positively not be graduated who have not learned to speak and write English that is reasonably correct, free from barbarisms, provincialisms, and errors in spelling, capitalization and pronunciation.

FOR HOME READING:

Hale: "The Man without a Country."

Eggleston: "Hoosier School-boy."

Thompson-Steton: "Wild Animals I have known."

Booker T. Washington: "Up from Slavery."

Jack London: "Call of the Wild."

Irving: "Sketch Book."

Stevenson: "Treasure Island."

Hughes: "Tom Brown's School Days."

Goldsmith: "The Vicar of Wakefield."

Bunyan: "Pilgrim's Progress."

Moulton: "Reader's Bible," etc.

Each Student must read and make written report on one of these books each month.

FOR STUDY OF COMPOSITION:

Crandall's: "A First Year English Book" will be the text. Themes or other exercises will be written daily during about half of the year. The student will be given practice in retelling the thoughts of others and in expressing his own thoughts. Much more attention will be paid during this year to content than to form, and the student will be encouraged and directed in self expression.

ENGLISH II. Three Quarters, Sophomore Year.

The work of this year will consist of Rhetoric and Composition, using Herrick and Damon's text; American Literature, using Brander Matthews as text; the study of classics, and theme writing. Debating will be encouraged.

Classics for Study in Class:

Ivanhoe, Merchant of Venice, Silas Marner, Selected Poetry, Last of the Mohicans.

Parts I and II of Herrick and Damon will be studied.

For Home Readings; reports on one of the following books each month:

First Quarter: House of Seven Gables, Call of the Wild, Poe's Tales.

Second Quarter: Mosses from an Old Manse, Hoosier Schoolmaster, The Sky Pilot.

Third Quarter: In Ole Virginia, Pilgrim's Progress, Lady of the Lake.

ENGLISH III. Three Quarters, Junior Year.

In this year, Parts III and IV of Herrick and Damon's Composition and Rhetoric will be studied. These parts deal with Diction,

Unity, Coherence and Force in Sentences. The Structure of The Paragraph and the Whole Composition.

There will be practice in theme writing twice a week.

Halleck's "History of English Literature" will be begun this year. Practice in debating will be encouraged and public debates given from time to time. Three books will be required as home reading, each quarter, one book for each month with examination at the end of the month.

For Class Study: Quentin Durward, Idylls of the King, The Spy.

For Home Reading:

First Quarter: Tale of Two Cities, Vicar of Wakefield, As You Like It.

Second Quarter: Alhambra, The Man Without a Country, Macbeth.

Third Quarter: She Stoops to Conquer, Sesame and Lilies, Life of Johnson.

ENGLISH IV. Three Quarters, Senior Year.

The Senior Class will study parts IV and V of Herrick and Damon's Composition and Rhetoric. These parts deal with Description, Narration, Exposition, and Argument, and the theme writing will be along these lines. Moody and Lovett's English Literature will be continued. The classics studied will be drama, exposition, and argument with some work on the novel. Debating will receive as much time and attention as it is possible to give it.

Classics for Study: Milton's Minor Poems, Brownings' Selected Poems, Burke's Speech, Washington's Farewell Address.

Classics for Home Reading:

First Quarter: House of Seven Gables, Sesame and Lilies, King Lear.

Second Quarter: Lincoln's Gettysburg Address, Last of the Mohicans, Vicar of Wakefield.

Third Quarter: Lora Doone, Webster's First Bunker Hill Oration, Hawthorne's Scarlet Letter,

Mathematics.

MISS KERSEY, MR. VICKERY.

ALGEBRA I. Slaughter and Lennes.

Fall Quarter: Chapters I to III dealing with fundamental operations, simple equations, positive and negative numbers, and fundamental operations applied to polynomials.

Winter Quarter. Chapter IV, including solution of problems involving areas, volumes, motion, etc. Chap. V including graphical representations and simultaneous equations. Chap. VI on special products and factors.

Spring Quarter: Chapter VII, VIII, treating division of monomials and polynomials, square root, quadratic equations, fractions, ratio

and proportion, simultaneous fractional equations.

ALGEBRA II. Slaught and Lennes.

The Fall term of the Sophomore year is spent on those parts of Slaught and Lennes Advanced Course in High School Algebra, which are most fundamental to the succeeding work in mathematics.

PLANE GEOMETRY: Slaught and Lennes.

Winter Quarter, Rectilinear figures, and Straight Lines and figures.

Spring Quarter: Measurement of Straight line segments, area of polygons, regular polygons and circles.

SOLID GEOMETRY: Fall and Winter Quarter: Slaught and Lennes.

COMMERCIAL ARITHMETIC. Spring Quarter.

History.

MRS. HILL, MISS KERSEY.

ANCIENT HISTORY. Three Quarters.

A brief time at the beginning of the Sophomore year is devoted to studying the civilization of the ancient monarchies which developed in Egypt and Asia, with particular relation to their gift to the world civilization and their influence upon Greek History. The rest of the year is divided about equally between Greek History and Roman History. In both, the aim is to gain a greater understanding of the present by viewing the past, to show that "Roman History is the lake into which all streams of ancient civilization empty, and out of which all streams of modern civilization flow." Myers Ancient History is used as a text, but others, including West, Botsford, Morey, Seignobos, Source Books of Greek and Roman History, and Plutarch's Lives, are in the Library and used extensively for reference work.

The Ivanhoe Historical Note Books are used as the student is ready for them.

MEDIEVAL AND MODERN HISTORY. Three Quarters

This study is the work of the Junior Year. Robinson's Western Europe is the text book. The period covered begins with the Fall of Rome and ends with the unification of Germany and Italy. The interplay of forces which go to form history is made the first consideration. In the medieval period the migration of the nations, the organization of the Christian Church, the Feudal System, the Struggle of Church and State, and the Rise of the Common People, are studied, while the modern period centers about the Reformation and the French Revolution.

Collateral reading is done by means of topics assigned from time to time; the Ivanhoe map books are filled out, and chronological tables are made to show the contemporaneous events in different countries and the relations of economic conditions and political

events, to the literary, artistic and religious life of each country. Every opportunity is used to show the fundamental importance of the industrial life of the different nations, and the place of Agriculture as the basic industry. In this branch of study, as in all others designed for students at this period of life, more attention is paid to mass and perspective than to minute and accurate delineation of the individual features of any period.

AMERICAN HISTORY. Two Quarters, Senior Year.

This comprises a brief study of the great discoveries in America and the European conditions which led to them. In the colonial period attention is given to (a) the difficulties incident to successful colonization; (b) the motives for colonization, both general and special in typical colonies; (c) life and institutions in the colonies, social, religious, industrial and political; (d) the struggle for colonial possessions ending in the dominance of England in North America; (e) the salient points of dispute which led to the struggle for Independence, and the adoption of the Constitution. The causes leading to the Civil War, and a consideration of the Progress of the country since that time will be studied.

CIVICS. The course in Civics will be given the third quarter of the Senior Year, and will give the student a fundamental conception of government, and more especially the government under which he lives. An effort will be made to inspire him with the idea that he is part of the government, and that his interest or lack of interest makes the government what it is.

Science Department.

The farmer must not be held within the limitations of parental precedents if he is to become a successful man. He no longer has a virgin soil to draw upon, and many complications of a biological nature are constantly arising which make a change in agricultural methods imperative. Experiment Stations are too few and far between to answer all the local questions which the farmer must know about. The farmer must therefore be a man of initiative, of reasoning and of experimentation. In order to open his mind to the suggestions afforded by the more or less accidental occurrences on his own farm, and to formulate hypotheses within the range of possibility, he should know the scientific method as well as the fundamental principles of the biological and physical sciences. While it will be kept in mind that all students are not expecting to become farmers, the practical point of view will be kept foremost in all of the science courses offered by the Academy. These pure sciences will precede and form the ground work for all of the agricultural courses. The following outline gives the prerequisites.

ORDER OF SCIENCE COURSES.

Botany 2 Q.

ZOOLOGY 2 Q.....

Horticulture 4 Q.

Farm Crops 1 Q.

Bacteriology 1 Q.

Physiography—Elementary

Chemistry 3 Q.—Physics 2 Q.

Domestic Science—(Bacteriology, Cookery, Hygiene, Sanitation, Management.)
9 Q.

Soil Physics and Fertilizers 1 Q.—Soil Chemicals.

} Farm Buildings 1 Q.
Farm Machines 1 Q.

Breeding 1 Q.
Farm Animals 1 Q.
Dairying 2 Q.
Diseases of Animals 1 Q.

Q.—Quarter.
Farm Management third quarter Senior Year.

Physiography

MR. HOVER, MISS JESSUP.

PHYSIOGRAPHY is a required subject for all students of the Academy during the Freshman year. It will constitute a general introduction to all science work offered by the Academy. This subject has been chosen because it is general rather than special; it begins well within the student's experience; the method is rational rather than memory drill and it forms the natural background for the work in Botany and Zoology as well as the practical work upon soils. Each student will be required to purchase a text and a regulation note book. Several field trips will be made, one or more a quarter requiring all day. The work will cover three quarters as follows:

PHYSIOGRAPHY I. A general study of the Lithosphere. Fall Quarter.

PHYSIOGRAPHY II. A study of Earth relations and the Atmosphere, and the Ocean. Winter Quarter.

ELEMENTARY SCIENCE I. Physiographic influence on plants and animals, first principles of biology, identification of common rocks, and first principles of physics and chemistry. This work is intended to pave the way to the other science courses as outlined above. Spring Quarter.

Botany.

MR. HOVER, MISS JESSUP.

BOTANY. The foundation for this course will have been laid by the year's work in Physiography and Elementary Science. The work will cover two quarters and will be adjusted to meet the needs of three classes of students. (1) The girls of the Domestic Science Course; (2) Those taking the Agricultural Courses and (3) the College Preparatory Students.

To meet the needs of vocational students, botanical materials will be selected from farm and garden whenever possible and to meet the needs of the College Preparatory students the work will be orderly and systematic. Field work and Laboratory methods will prevail. Each student must pay for his own laboratory breakage. The cost will depend upon the care of the student.

BOTANY I. The Physical and Biological relationship of plants, study of leaves, stem and roots of common plants, germination of seeds, seeds dispersal, plant association and plant societies. Autumn Quarter.

BOTANY II. A study of representative Thallophytes, Bryophytes Pteridophytes and Angiosperms. The morphological point of view will predominate but wherever possible forms of economic import-

ance will be selected for study. Each student will collect his own materials for study. Winter Quarter.

BOTANY III. Farm Crops.

A study of the various farm crops of this region; their history, uses, climatic relations, soil and cultural requirements, relation to fertility of soil, food value, relative profit, place in crop rotation, method of harvesting, etc. Prerequisite: Botany I. II. Spring Quarter.

HORTICULTURE I and II. Autumn and Spring Quarter. If called for by a sufficient number of students. Prerequisite: Botany I and II.

Zoology.

MR. HOVER.

ZOOLOGY. This course aims to give the beginning students a general conception of the animal kingdom and a practical knowledge of the forms of economic importance. While the work of the year will proceed in a somewhat orderly fashion, it will be adapted to both season and vicinity. Jordan Kellogg and Heath's Animal Studies will be used as a basis for work, and each student must provide himself with his own laboratory materials. Much use will be made of the literature so generously furnished by the Department of Agriculture.

ZOOLOGY I. A general study of the invertebrates. Fall Quarter.

ZOOLOGY II. Farm Animals. The dissection of a small mammal, with a comparative study of the homologous structures of the various farm animals. Types and breeds of Horses, Cattle, Sheep and Swine. Relative importance on farm. Animal Judging and Pedigrees. Winter Quarter.

ZOOLOGY III. A general survey of the Vertebrates. Some time will be given to a study of the field relations of animals. Spring Quarter.

ZOOLOGY IV. Bird Studies. A course in birds will be given during the spring quarter provided not less than ten students desire it.

An attempt will be made to provide a teacher for Entomology, Animal Husbandry, Dairying and Farm Diseases, provided there is sufficient call for such courses.

Chemistry

CHEMISTRY I. One of the sciences which has probably given the most to modern agriculture, is the science of Chemistry. It is not possible in the brief time allowed in high school to get much more than the fundamentals of the science. The course will consist of recitations, laboratory periods and class demonstrations through-

out the term. The practical applications of chemistry to every day life will be kept in mind, and especially as it applies to the farmer. Three Quarters work.

CHEMISTRY II. Soil Chemics. This course is one that is vital to the farmer. The subject will be taught by the laboratory method and local conditions will be kept in mind.

The influence of supplied fertility upon the yield of various crops and the wealth of fertility of soils of different types from the different farms of the community. One Quarter. Prerequisite soil physics.

Physics.

MR. KINKEAD.

PHYSICS I. This course will be offered in the Junior Year to those who have completed the necessary prerequisites. The fundamental principles of the science are impressed upon the minds of the students by means of recitations, laboratory work and practical problems. Each student is required to keep a notebook of regulation size, in which he records all his observations. Three Quarters. Millikan and Gale's text will be used.

PHYSICS II. Soil Physics. Will be offered to those who have completed the Freshman course in Physiography and Elementary science. The effect of mulching, the physical properties of soils and their relation to tillage, and the preparation of seed beds; mechanical composition and classification of soils. One Quarter.

Domestic Science.

MISS THOMPSON.

It will be the aim of this department to make the girls not merely good cooks and housekeepers, but intelligent homemakers, to teach them not only the best methods of performing the different duties of the home, but also the scientific principles that are involved.

One year's work will be required of all girls and this will take six hours a week of their time.

In the Domestic Science course, the subjects which follow will be given. All work will be made as practical as possible, with special adaptation to the needs of the rural home.

COOKERY and FOOD STUDY. Three Quarters. Sophomore Year.

The production, manufacture, composition, nutritive value and care of foods will be studied along with the fundamental principles and processes of cookery.

HOUSEHOLD BACTERIOLOGY. Spring Quarter. Sophomore Year.

Prerequisites: Two Quarters Botany.

- (1.) Study of the nature and growth of bacteria.
- (2.) Methods used in distinguishing species.
- (3.) Part they play in nature.
- (4.) Uses to which they are put.



IN THE BLOOMINGDALE GLENS

- (5.) Bacteria of air, water, ice, milk, and foods generally.
- (6.) Methods of sterilization and disinfection.
- (7.) Preservation of foods (methods.)
- (8.) Study of yeasts and fermentation.
- (9.) Study of moulds in connection with care of foods.

COOKERY. Fall and Winter Quarters. Junior Year.

Practical application of knowledge gained in previous year about preservation of food; canning, preserving, pickling, jelly making. Continuation of cookery for the purpose of gaining skill, review of principles of cookery, many of which will be better understood as the study of chemistry proceeds.

DIETETICS. Fall and Winter Quarters. Junior Year.

Along with cookery will be studied the composition of the body, its waste and repair, needs of the body, composition of foods and use of each in the body, digestibility of each, desirable combinations, planning menus to meet the needs of individuals and families under varying conditions.

CARE OF CHILDREN. Spring Quarter. Junior Year

Hygiene of Childhood.

Clothing and food for children.

Training for character building.

Recreation, etc.

HOUSEHOLD CHEMISTRY. Spring Quarter. Junior Year.

Prerequisites: Two quarters General Chemistry.

Study of the chemistry of food and cooking; of cleaning; of laundry work.

HYGIENE. Fall Quarter. Senior Year.

Review of important things in physiology along with the study of the best means to preserve and improve the health of the body. After this personal view of hygiene, a study of the relation of the individual to the community in health matters.

HOME NURSING, EMERGENCIES, INVALID COOKERY and DIET. Winter Quarter. Senior Year.

Talks on best methods of caring for the sick in their own homes; ventilation and cleaning of sick room; necessary care and precautions regarding nursing of contagious diseases and disinfection of clothing and room; bed making; baths; poultices, etc.; invalid diet; preparation of invalid food; arrangement of invalid tray; bandaging; treatment of burns, scalds, sprains and other simple wounds.

HOME SANITATION; CONSTRUCTION; DECORATION; MANAGEMENT. Spring Quarter. Senior Year.

Location of the house; condition and quality of soil and its drainage; construction of cellar and importance of sanitary conditions in cellar; disposal of household wastes; water supply, sources of contamination, suggestions for improvement; heating; lighting; ventilation; general care of house from sanitary standpoint; sanitary care

of food; prevention of spread of diseases by proper home care of sick, etc.

Talks on what constitutes a well constructed and well decorated home from the standpoints of health and beauty. Development and organization of the home and its adaptation to modern conditions. Systematic methods of house keeping. etc.

Manual Training.

MR. VICKERY.

MANUAL TRAINING. Three Quarters.

The course in manual training is not expected to make a skilled workman of the student. It is only expected to start the learner in the care and use of tools. This is to be done by making of a number of joints and splices, and a few practical pieces. The first two terms are to be spent on these exercises and on whatever work he may have time to do for the Academy. During the spring quarter the student is expected to employ the time on some work for himself for which he furnishes the materials.

The material for the first and second quarters is furnished by the Academy and the student is charged for the cost of the same.

A certain portion of the time given to manual training is expected to be spent in mechanical drawing which will lead to making of blue prints and the ability to read them. The shop work will be done from blue prints, which will develop the independence of the student and give him assurance in going ahead with the work by himself. The mechanical processes that are taught are expected to develop clear thinking and a moderate degree of skill.

Physical Culture.

A physical examination is required of all students during the autumn quarter, and all who have any difficulties in vision must consult an oculist and be fitted with proper glasses before they are admitted to regular work. About thirty cases of defective vision were found in the autumn of 1910, some of whom were in great danger of permanent injury to their sight.

Work is given in the Gynasium during two periods per week for boys, and two for girls, under the personal supervision of the director, while two or more practice periods each are allowed at noons. The Gymnasium is open on Monday and Saturday evening for basket ball during the winter months. The good effects of drill in the gymnasium have been seen in the increased lung capacity of many students, and the greater staying power in games and track work.

Gymnasium suits and rubber soled shoes are required of all who take the work. A boom and ladder have been added to the equipment of the gynasium. A new set of shower baths will make pos-

sible further all around beneficial development on the part of the students.

Athletics are managed directly by an organization of students and faculty known as the Athletic Association. All students who represent the Academy in any games or other athletic contests must do work of passing grade in their studies, and must conform to the rules of the Indiana High School Athletic Association.

The Academy football team was very successful in the autumn of 1910, winning most of the games with neighboring towns. The basket ball team is one of the best in the State.

Discipline

The ideal of school good behavior is a by-product of interest in work and conscious discipline is unnecessary. Since, however, it is never possible to interest all students, it becomes necessary to provide for special cases. The co-operation of parents is especially desired, and parents will be notified of unexcused absences, tardiness or failure to pass examinations. If the combined effort of the teachers and parents is unable to keep up a standard of work and conduct that is satisfactory to the faculty the parents will be asked to withdraw the student from school. Students who refuse to comply with the clearly expressed regulations of the school will be put on probation for a brief time, while their parents are asked to assist in raising the standard of their work. The new shower baths and the better paths around the buildings make it possible to require a greater degree of personal cleanliness than has been maintained heretofore, and the better financial standing of the school obviates any necessity to keep in school pupils whose influence is bad.

Individual Attention

The school touches all phases of life and activity, and can be of value only if there is hearty co-operation between parents, pupils and teachers. The principal and teachers wish to become personally acquainted with every student and his home environment, so that they may be able to advise intelligently as to where his energy may be most satisfactorily expended and what courses it is a waste of time for him to pursue.

Students who fall below grade in the branches they have chosen are encouraged to take others more suited to their abilities and all students who do not intend to go to college are urged to take as much vocational work as possible.

Social Life

Societies, clubs and school parties which meet on Friday and Saturday evenings will be encouraged.

Social life is of far more importance than persons in rural communities are accustomed to suppose. The absence of social training has ruined the business or professional opportunities of many young men and women who little know why the doors seem to be closed to them. While the indispensable basis of social culture is the cultivated home, the school can never take the place of what the home should do for the child; nevertheless it can create a higher order of wants on the parts of the children which will react upon the social life of the entire community.

Buildings

The Academy building is capable of accommodating one hundred persons. It has been supplied with a heating plant and entirely re-decorated inside.

The old Academy building, now known as Dennis Hall, has been used as a laboratory for the past year.

Although the Academy was founded and has always been conducted by Friends, no attempt is made to proselyte students to that society. Half of the present faculty belong to other churches and other sects have always been largely represented in the attendance. No distinction is made between students belonging to different faiths. In the board of control Friends' influence prevails and the faculty wish to conduct all classes, lectures and social life on a plane that is worthy of that society. Freedom and fearlessness in search for truth, education in responsibility to society as a whole, the liberty of the individual to be his best self,—these are the Friends' principles and they are also the goal of all modern education.

Through the generosity of Mrs. Emmons Blaine of Chicago it is to be entirely remodeled this summer, providing satisfactory facilities for each of the Sciences.

Other small donations have been made during the year including

For Stereoptican, tanks	Prof. D. W. Dennis
“ \$25	Mrs. T. W. Brophy
“ 5	Miss June Kersey
“ 1	Mrs. Wm. Welch.
For landscape Gardening	\$50. Misses Cowgill.
Forty-two vines (ampelopsis)	Peterson Nursery Co.
Thirty five packages assorted seeds.	Congressman Moss.
Two bushels lawn seed,	Albert Dickinson Seed Co.

Many smaller contributions of trees, shrubs, and perennials have been made by the residents of the neighborhood upon solicitation of the Instructor in Horticulture.

Expenses

The school year of 36 weeks is divided into three terms. For special or private students the tuition is twenty dollars per term, due in advance. For students transferred from public school corporations tuition will be charged according to the provisions of the Acts of the 1909 State Legislature.

Chapter 772, page 173, of the published Acts of the last legislature, reads as follows: "Whenever any child, resident in one school corporation of the state, may be better accommodated in the school of another school corporation, the school trustee, board of school teachers, or commissioners of the school corporation in which such child resides, shall, upon application of the parent, guardian or custodian of such child, made at any time, grant an order of transfer which shall entitle such child to attend the schools of the corporation to which such transfer is made under the conditions hereinafter prescribed; Provided, That in determining whether a child can be better accommodated in the schools of another school corporation than that in which such child resides, such matters as the proximity of the schools of the township and city to the residence of such child desiring the transfer; The kind and character of the roads to each; The means of transportation, if any, to each: The crowded conditions of the schools in either of the two school corporations, shall be pertinent; and Provided further, That the desire to attend a commissioned or accredited high school when no such school is maintained in the resident school corporation, or when in attending such commissioned or accredited high school the living expenses can be more advantageously provided for in another school corporation, or when such commissioned or accredited high school in another school corporation as more accessible, shall be deemed reasons for such transfer; and Provided further, That the provisions of this act shall be construed as applying in the same manner to resident pupils who are graduates from the eighth grade in the common schools of this state, or its equivalent, who may desire to attend a private school of the secondary rank, which having been duly approved by the State Board of Education holds the same rank as a commissioned high school."

Chapters 127 and 137 relate to the same subject.

This means that the Academy is the same to the transferred pupil as a public school.

Students not transferred pay \$12 per quarter, or \$1 per week, the same amount which the township trustee may pay for those who are transferred.

Tuition must be paid or transfers presented before students are admitted to classes.

Boarding.

Good boarding in the best of families can be secured at reasonable rates.

The Principal of the Academy will render all assistance possible in helping the students to secure homes while they remain in school, and at the cheapest rate that can be secured.

It is desirable that boys and girls away from home should have rooms in separate houses, and that girls away from home be allowed the use of the parlor.

Admission.

The Common school diploma, awarded by a County Superintendent, is accepted for entrance to the Academy.

Mature students not holding common school diplomas will be admitted as special students provided they are capable of carrying the academic work, but will not be accepted as candidates for graduation. Those not having taken county examinations may become candidates for graduation by passing satisfactory entrance examination.

Students entering from any high school of good standing will receive full credit for all work done therein upon presentation of a statement showing the exact nature and amount of work, signed by the principal or superintendent of the school.

Explanation of Courses of Study.

Three courses are offered for the coming year, viz: College Preparatory, in which all the requirements for college entrance form the basis of the courses; Agricultural Course and Domestic Science, in which four full years of science are given.

The students who satisfactorily complete the practical courses offered by the Academy may count to a certainty on good positions on large farms in charge of the Director of the Agricultural Guild.

With the consent of the faculty, students selecting one course may select studies from the others.

The work as outlined is arranged so as to meet all the requirements for commissioned high schools of the State. Sixteen units of work are required.

A unit consists of one year's work, of one recitation per day, in a single subject. These units are divided as follows: Mathematics, three; English, four; Language three; History, three; Science, two; Elective one. Under some conditions the number of electives may be increased, but it is not advised.

No student may drop any study which has been duly elected and approved, except by consent of the faculty.

COLLEGE PREPARATORY.

Year	Fall Term	Winter Term	Spring Term
FRESHMAN	Algebra Latin (or German) Physiography English	Algebra Latin (or German) Physiography English	Algebra Latin (or German) Elementary Science English
SOPHOMORE	Algebra Caesar (German) English Ancient History	Plane Geometry Caesar (German) English Ancient History	Plane Geometry Caesar (German) English Ancient History
JUNIOR	Solid Geometry Cicero (German) English Mediaeval and Modern History	Solid Geometry Cicero (German) English Mediaeval and Modern History	Commercial Arithmetic Cicero (German) English Mediaeval and Modern History
SENIOR	English *Vergil American History *Physics or *Chemistry *Botany Domestic Science	English Vergil American History Physics Chemistry Botany Domestic Science	English Vergil Civics Physics Chemistry Botany Domestic Science

*Elective.

Drawing one hour a week throughout the course.

Music one hour a week throughout the course.

DOMESTIC SCIENCE COURSE.

Year	Fall Term	Winter Term	Spring Term
FRESHMAN	Algebra Latin (or German) Physiography English	Algebra Latin (or German) Physiography English	Algebra Latin (or German) Elementary Science English
SOPHOMORE	Cookery and Study of Foods Botany English Ancient History	Cookery and Study of Foods Botany English Ancient History	Cookery and Study of Foods Household Bacteriology English Ancient History
JUNIOR	Cookery and Dietetics Chemistry Mediaeval and Modern History English	Cookery and Dietetics Chemistry Mediaeval and Modern History English	Care of Children Household Chemistry Mediaeval and Modern History English
SENIOR	Physics Personal Hygiene English American History	Physics Home Sanitation and Care of the Sick English American History	Physics House Construction and Decoration and Management English Civics

Drawing and Music one hour a week throughout the course.

GENERAL AGRICULTURE COURSE.

Year	Fall Term	Winter Term	Spring Term
FRESHMAN	Algebra English Latin Physiography Manual Training	Algebra English Latin Physiography Manual Training	Algebra English Latin Elementary Science Manual Training
SOPHOMORE	Algebra English Chemistry Botany	Plane Geometry English Chemistry Botany	Plane Geometry English Chemistry Farm Crops
JUNIOR	Physics Zoology Fruit Growing Soil Physics and Fer-tilizers	Physics Zoology Greenhouse Management Soil Chemics	Physics Farm Animals Vegetable Gardening Farm Accounts
SENIOR	American History Entomology Animal Breeding *Farm Forestry *Farm Poultry	American History Farm Dairying Feeds and Feeding *Bacteriology	Civics Buttermaking Farm Management Farm Accounts

*Elective.
Music and Drawing one hour throughout the course.
Farm Accounts, the last two years. Each student to keep a record of his own farm.

GRADING SYSTEM.

The following grading system has been adopted for Friends' Bloomingdale Academy, to take effect January 2, 1911:

(1) An average grade of 60 must be maintained for a period of three months to entitle a student to any claim for credit.

(2) Students failing to maintain an average of 60 may be admitted to the next quarter's work upon condition, or asked to discontinue the work in that subject according to the discretion of the teacher.

(3) The per cent system of grading will be used under the name of "units"—that is, a student having a perfect record in any one subject for a period of three months will have earned 100 units; or the same record maintained for a year entitles the student to 300 units credit.

(4) It is assumed that the ordinary student will make an average of 75 units per quarter or 225 units per year, in a subject reciting five times a week.

(5) In order to graduate in four years a student must have at the end of that time a sum total of 3600 units or an average of 900 units a year and these units must be properly distributed among the various subjects as indicated below.

(6) This makes it impossible for a student having an average grade of 60 to graduate in four years, yet does not compel him to repeat a subject in which only that average has been maintained. Such students will be able to graduate at the end of five years with the required number of units.

(7) When any student shall have done at least four years' work and has earned 3600 units, properly distributed, he will be entitled to a diploma, duly signed. Credits will be recognized from other schools of equal rank for not more than three years' work.

(8) If a student has earned 4080 units or an average of eighty-five in each subject and an average of 95 in deportment, he may be recommended for graduation with honorable mention.

(9) When a student receives 90 units at the end of any quarter in a subject he will be exempted from examination in that subject for that quarter, provided his deportment is 95 or more.

(10) The number of units must be distributed according to the state requirements; i. e., four years of English are required, or 720 units; three years of Latin, or 540 units. There shall be no shifting of units from one department to another; i. e., a student having 245 units in Mathematics and 205 units in Latin can not transfer 20 units from his Mathematics to make up the deficiency.

(10a) Upon recommendation of the instructor and by vote of the faculty, a student may receive additional credit for research work in any subject.

(11) Students will not be recognized as Seniors until they have earned a total of 2700 units.

(12) Each student will receive a small handbook in which these regulations, together with the course of study will be printed and the number of units earned shall be placed in the book at the close of each quarter. This book must be kept until after graduation, and will only be duplicated on payment of a fee of 25 cents.

It is expected that free tuition will be provided in some of the prominent colleges to those who make an average of 95 during the four years.

Location.

Bloomington is on the C. H. & D. R. R., sixty miles west of Indianapolis, and one hundred and fifty miles south of Chicago. It is four miles from the Bloomingdale Glens, one of the scenic attractions of the state and is surrounded by a beautiful and productive country, with excellent opportunities for the study of physiography. The village is the center of a rural community, many of whose citizens have been educated in the Academy and are accustomed to look to it for inspiration for the higher life. The school is the social center of the community in a natural way that many city schools strive in vain to realize. Financial co-operation of the community has been secured by support from ten farmers who contribute \$100 each annually. In return for this they receive constant attention and advice in their farming operations and in the marketing of their food products. These farmers recognize that conditions of living can be made better only by better farming and better business, and that the social, intellectual, educational, religious and political possibilities of the community depend upon the living conditions, and have signed an agreement pledging themselves to work that will make them better parents, better neighbors and better citizens.

AGREEMENT SIGNED BY FARMERS OF THE COMMUNITY.

We, the undersigned, farmers of Parke county, desire to assist in developing a system of education that will make us and our children better farmers, better neighbors and better citizens.

To become better farmers we need to study farm problems with intelligent interest in the light of experience and science.

To become better neighbors we need to co-operate more in our business and in exchanging with each other ideas based on our experience and study of farm problems.

To become better citizens we need to think and study more about our business, political and social relations with each other and with outside groups.

Recognizing the individualistic tendencies of farm life and the limits to the experience gained in any one community, we desire to secure the advice and leadership of persons with broader training and experience than any one place affords and to assist them in developing that degree of co-operation which will advance the progressive interests of the community. We believe that the work of these leaders can be most effectively performed through the Friends' Bloomingdale Academy and that their influence in the Academy can be greatly strengthened by our co-operation and support, and this we each of us promise to give in the following ways:

1. By working to develop attractive farm homes for ourselves and our children.

2. By making careful and systematic plans for the development and operation of our farms for a period of at least three years.

3. By assisting in a course of lectures and discussions on education and citizenship.

4. By keeping records and accounts that will make the results of our experience more definite and valuable to ourselves and to others.

5. By meeting once a month on some farm for the discussion of practical farm problems.

6. By studying and working enough on some line of farm work to write at least one report per year on the results accomplished.

7. By each of us paying to the Friends' Bloomingdale Academy Three Hundred Dollars, payable as follows; \$100 January 1st, 1911; \$100 January 1st, 1912; \$100 January 1st, 1913.

Signed

E. B. Morris
Lot Pickett
James Elder
Charles Kersey
Frank Wood

Ed McCord
John Sanders
E. M. Woodard
Zeno Williams
John Williams

SENIORS.

Ola Burford
Walter Chapman
Leatha Church
Bonnie Featherston
Vera Hadley
Hazel Jessup
Portia McKey
Charlie Moore
Lucille Moore
Kathleen Morrison
Paul Myers
Earl Ray
Mabell Titus
Orville Wood

JUNIORS.

Fay Boswell
Lois Brown
Myrtle Brown
Mearl Cook
Bernice Chapman
Bearl Cook
Clifford Cox
Lavinia Hester
Opal Kitchell
Lucille Lindley
Ruby Oberholtzer
Margaret Mendenhall
Ray Moore
Ralph Morris
Beulah Myers
Aileen Nelson
Hazel Patterson
Parke Pearson
Ben Rardin
Roland Teague
Edgar Williams
Wade Williams

SOPHOMORES.

Duncan Fuller
James Hanner
Lydia Harvey
Mary Harvey
Mildred Jessup
Cleone Chapman
Russel Morris
Gladys Patterson
Walter Rice
Earl Williams
Ella Williams
Clinton Williamson
Carl Williams
Gertrude Zimmerman

FRESHMEN.

Harsha Allee
Myrtle Allen
Raymond Anderson

Z. James Byers
Blanche Bennett
Frank Bosley
Ruth Coffin
Lela Cox
Manford Daniel
Vera Daniel
Ray Ensey
Grey L. Estes
Hazel Funkhouser
Grace Ireland
Harmon Ireland
Raymond Lavery
Elizabeth Leonard
Marie McKey
Freda Morris
Marjorie Myers
Marguerite Myers
Nathaniel T. Newlin
Sarah Oberholtzer
Allen Pearson
Parke Pender
Hazel Phillips
Paul Ray
Myrtle Schlatter
Orval Schlatter
Charlie Surbaugh
Thad Towell
Fay Wilkins
Ivan Williams
Wayne Williams
Lee Wood
Lena Woodard
Jay Woodard

IRREGULARS.

Adlai Bennett
Frank Schlatter
Fay Hopper
Herbert Logan
Leta Wood
Robert Newlin

FRIENDS' BLOOMINGDALE ACADEMY

31

ALUMNI.

CLASS OF 1869.

William N. Trueblood, Professor Literature, Earlham College, Richmond, Ind.

Charles V. Osborne, Teacher, Elk Grove, Cal.

CLASS OF 1884.

Edwin Morrison, Professor of Physics, Earlham College, Richmond, Ind.

Charles O. Mote, Deceased.

Anna Harsey Kessler, University Park, Oskaloosa, Iowa.

Ella Mendenhall Schecter, 709 Robinson St., Danville, Ill.

Elwood D. Allen, Superintendent Schools, Pendleton, Ind.

Robert L. Kelley, President Earlham College, Richmond, Ind.

Leonora Newlin Hobbs, Bloomingdale, Ind.

CLASS OF 1885.

Elma Morrison Nelson, Bloomingdale, Ind.

Frank L. Davis, Grain Dealer, Minneapolis, Minn.

Emma Mendenhall Hodgkin, Latin Teacher, Whittier College, Whittier, Cal.

Flora Pickett Mills Morris, Bloomingdale, Ind.

James B. Nelson, Deceased.

John Tomlinson, Deceased.

CLASS OF 1887.

William S. Cox, Farmer, Montezuma, Ind., R. R. No. 2.

Mary Pickett, Associate Principal Girls' School, C. Victoria, Tampas, Mexico, P. O. Box 28.

Laton Allen, Architect, Indianapolis, Ind.

William Hill, Associate Professor Political Economy, University of Chicago, Chicago.

CLASS OF 1888.

Grace G. Maddock, Corsicana, Texas.

Cecilia Rifner Kelly, Richmond, Ind.

Arthur Pickett, Farmer, Bloomingdale, Ind.

James E. Elder, Auditor Parke County, Rockville, Ind.

Warren Goldsberry, Deceased.

CLASS OF 1889.

Edgar E. Lamb, Deceased.

Lucius Moore, 728 East Douglass Street, Wichita, Kans.

Albert W. Newlin, Editor, 2125 State Street, New Orleans, La.

William E. Maddock, Superintendent Schools, Superior, Wis.

Burgess Allen, Deceased.

Maude Musgrave Nelson, 2315 Broadway, Indianapolis, Ind.

Martin L. Morris, Civil Engineer, 912 Fifth Avenue, N. Great Falls, Mont.

Nelson Morrison, Dentist, Newberg, Ore.

CLASS OF 1890.

Henry F. Hunt, Principal High School, 616 N. Anderson Street, Tacoma, Wash.

Clara Connelly Vaughan, Deceased.

Anna Maddock Pretts, 404 Adams Street, Plattville, Wis.

Alice A. Mendenhall, Professor Latin, Keuka College, Keuka, Park, N. Y.

CLASS OF 1891.

Cora Mehurien McFaddin, Rockville, Ind.

Richard Miller, Bond Broker, Indianapolis, Ind., 1021 Lemcke Building.

Lee Mitchell, Farmer, Bridgeton, Ind.

FRIENDS' BLOOMINGDALE ACADEMY

CLASS OF 1892.

Horace E. Coleman, Teacher, 53 Isargo, Shiba Ku, Tokyo, Japan.
 Ida M. Mendenhall, Teacher, Geneseo, N. Y.
 Margaret Louise Randall, Pueblo, Colo.
 Nettie Sutherlin, Teacher, ———, Colo.
 William Walthall, Deceased.
 Alice Henderson Woodard, Bloomingdale, Ind.
 Laura Newlin Hill, Logansport, Ind., 1106 High Street.

CLASS OF 1893.

Nathan Pickett, Farmer, Marshall, Ind.
 Emma Maddock Burkholder, Youngstown, Ohio.
 Benjamin W. Kelley, Teacher, Richmond, Ind.
 Harlow Lindley, Professor History and Political Science, Earlham College, Richmond, Ind.
 M. Foster Woodard, Physician, Bloomingdale, Ind.
 Lenora Henderson Cook, Quaker, Ind.
 Foster Maris, Superintendent Schools, Colorado Springs, Colo.
 Ethel Grimes Outland, Kansas City, Mo.

CLASS OF 1894.

Charles M. Seybold, Miller, Mansfield, Ind.
 Omer M. Davis, Funeral Director, Marshall, Ind.
 William F. Ellis, Farmer, R. R. No. 3, Dana, Ind.
 John S. Pickard, Superintendent Ward School, Sugartown, La.
 Leona Hadley McCully, Idaville, Ind.
 Goldia Thompson Wetherell, Minister, Austin, Ill.

CLASS OF 1895.

Myrtle Mitchell Woodard, McFarland, Cal.
 Mell Newlin Elder, Rockville, Ind.
 Elbert A. Vickery, Teacher Manual Training, Bloomingdale, Ind.
 Thomas Groves, Dry Goods Merchant, West Lebanon, Ind.
 Ethel Kessler Lamb, Lampassas, Texas.

CLASS OF 1896.

Laura E. Mendenhall, 616 N. Ainsworth Avenue, Tacoma, Wash.
 Alverda Woodard Markey, New Ross, Ind.
 Cora Chapman, Teacher, Bloomingdale, Ind.
 Roy Thompson, Real Estate & Loans, Rockville, Ind.
 Eldo E. Ewbank, Dentist, Kingman, Ind.
 Edward Carter, Farmer, Bloomingdale, Ind.
 Edward Teague, Assistant Cashier National Bank, Rockville, Ind.
 Frank Moore, Pastor M. E. Church, Newota, Okla.

CLASS OF 1897.

Sibyl Morris Teague, 1536 Filmore Street, Denver, Colo.
 E. Ewbank Davies, Deceased.
 Lora Reeder, Bookkeeper Reserve Bank, Montezuma, Ind.
 Stanley Woodard, Physician, Indianapolis, Ind.
 Herschel Coffin, Professor Psychology, Earlham College, Richmond, Ind.
 Arthur P. Newlin, Dispatcher, No. 15 Maple Avenue, Niles, Ohio.
 Birchard E. Lindley, Carpenter, San Bernardino, Cal., 1257 Walnut Street.
 Glen J. Tenbrook, Physician, Neihart, Mont.

CLASS OF 1898.

Bernice Mitchell, Stenographer, Long Beach, Cal.
 Emery Morris, Deceased.
 Roy C. Newlin, Farmer, Marshall, Ind.
 Vivian Floyd, Student, University of Chicago, Chicago, Ill.
 Cloyd Pearson, Farmer, Bloomingdale, Ind.

Evert Lewman, Student, Chicago, Ill. (Dentist?)

Paul Cox, Temperance Lecturer, Robinson, Ill.

CLASS OF 1899.

Hiram Brown, Miller, Kingman, Ind.

Rosa Chapman Vornehm, 532 W. Thirteenth Street, Indianapolis, Ind.

Etna Hixson Pickett, Blomingdale, Ind.

Anna June Kersey, Teacher, Blomingdale, Ind.

Arthur D. McKey, Dentist, Hillsboro, Ind.

Maude Sutherlin, Music Teacher, Rosedale, Ind.

Ernest Teague, Teacher, Marshall, Ind.

Stella Uselman Woosnam, 305 E. Monroe Street, Alexandria, Ind.

Walter Beeson, Farmer, Haskel, Okla.

CLASS OF 1900.

Leonidas J. Brown, Manager Bond Department, Marion Trust Company, Indianapolis, Ind.

Marion S. Thomas, Merchant, 53 N. Bolton Avenue, Indianapolis, Ind.

Walter G. Allee, Teacher, Hammond, Ind., 22 Doty Street.

Roy Merriweather, Engineer on Vandalia R. R., Logansport, Ind., 1329 Linden Street.

Parke F. Newlin, Portland, Ore.

Walter Woodard, Insurance, Rockville, Ind.

Mary Myers Wheeler, Greencastle, Ind.

Ethel Chapman, Bloomingdale, Ind.

Harriet Wright Ousley, Thorntown, Ind.

Mary Lineberry Pickett, Bloomingdale, Ind.

Wallace A. Newlin, Teacher and Student, 2542 Chilton Way, Berkeley, Cal.

Clo Branson Craig, Brazil, Ind.

Clemmie Engle Nelson, Stenographer, 2620 N. Harding Street, Indianapolis, Ind.

CLASS OF 1901.

Alma Coleman, Brown, 2358 Ashland Avenue, Indianapolis, Ind.

Maude Woody, Teacher, Blcomingdale, Ind.

Mayme Strong, Guion, Ind.

Harold A. Henderson, Attorney, Rockville, Ind.

Nelson H. Goss, Ensign U. S. S. Rainbow, Pacific Squadron, San Francisco, Cal.

Clarence V. Wood, Furniture Dealer, Rockville, Ind.

Fred C. Engle, Deceased.

CLASS OF 1902.

Ruby Woody, Teacher, Bloomingdale.

Grace Kessler Williams, Rockville, Ind.

Nell G. Bogue Lottenville, Whiting, Ind.

Alice E. Newlin, Bloomingdale, Ind.

Effie A. Floyd Ogden, 602 St. Augustine Street, Lynchburg, Va.

Ina F. Hixon, Graduate Nurse, 346 W. Twenty-second Street, Erie, Pa.

Ella Broderick, Stenographer, 1002 Central Avenue, Indianapolis, Ind.

William Janeway Deveeter, Miller, Cayuga, Ind.

Harold E. Chapman, Science Teacher, Columbia City, Ind.

Emerson Phillips, Surveyor, Judson, Ind.

Walter G. Davies, Civil Engineer, 2818 Second Avenue, Minneapolis, Minn.

FRIENDS' BLOOMINGDALE ACADEMY

Bruce Haycock, Auburn Manufacturing Company, Lafayette, Ind.
 Marion Martin, Bookkeeper Ferguson Lumber Company, Rockville, Ind.

Daisy Myers Sanders, Poultry Husbandry, Kingman, Ind.

Monroe Hill, Student, University of Michigan, Ann Arbor, Mich.

W. Clyde Allee, Student, University of Chicago, Chicago, Ill.

Rufus M. Allen, Manager Forse Manufacturing Company, Anderson, Ind.

Bertha Lewman Garrard, Montezuma, Ind.

Aileen Owen, Teacher, Indianapolis, Ind., 3540 Kenwood Avenue.

John H. Lindley, Student, Indiana Dental College, Indianapolis, Ind.

CLASS OF 1903.

Jesse Deveeter Hicks, Weigher at Union Station, 501 Fourth Avenue, Terre Haute, Ind.

Arthur Osborne, Pharmacist, Terre Haute, Ind.

George W. Osborne, Lawyer, Terre Haute, Ind.

Lilian Atcheson Beudream, Philo, Ill.

Kathleen Murray, ———, Cal.

Frank Sherlock,

Harry Davis, Surveyor Park Company, Marshall, Ind.

Joe E. Walthers, Student, Indiana Medical College, Indianapolis, Ind.

CLASS OF 1904.

Laura Fern Allen, Teacher, Princeton, Idaho.

Robert Forest Allen, Teacher, Princeton, Idaho.

Raymond Butler, Physician, City Hospital, Indianapolis, Ind.

Harry Beeson, Rural Carrier, Marshall, Ind.

Prudie Spencer Beeson, Marshall, Ind.

Frances Mitchell, Stenographer, Long Beach, Cal.

Mabel Jessup, Bookkeeper, Bloomingdale, Ind.

Minnie Newlin, Bloomingdale, Ind.

Lola Yow, Teacher, Bloomingdale, Ind.

Claude Woodard, Student, Earlham College, Richmond, Ind.

Mariana Lindley Griest, Fort Wayne, Ind.

CLASS OF 1905.

Ethel Jessup, Bookkeeper, Bloomingdale, Ind.

Carrie Williams, Teacher, Tangier, Ind.

Howard Hill, Teacher, Rockville, Ind.

Harold Trimble, Teacher, Ridgeville, Ind.

Freeman Bannon, Physician, St. Vincent's Hospital, Indianapolis, Ind.

Omar Titus, Leavenworth, Wash.

Trena Allen, Music Teacher, Plainfield, Ind.

Merril Davis, Farmer, Bloomingdale, Ind.

CLASS OF 1906.

Ethel Cook, Bookkeeper, Rockville, Ind.

Agnes Sturn, Teacher, Silverwood, Ind.

Maude Phillips, Judson, Ind.

Monta Phillips, Dentist, Judson, Ind.

Charles Spencer, Teacher, 2350 Second Avenue, Terre Haute, Ind.

J. Fern Lewman, 457 Locust Street, Valparaiso, Ind.

Parke Vickery, Bloomingdale, Ind.

Verne Swaim, Instructor in Physics and Athletic Director, Friends University, Wichita, Kans.

Florence Stoops, Cook County Hospital, Chicago.

Irva Lindley, Teacher, Bloomingdale, Ind.
Cloyce Maris, Farmer, Bloomingdale.

CLASS OF 1907.

Earl Nelson, Student, Purdue University, 215 Sheets Street W.,
Lafayette, Ind.

Orpha Morris Davies, Bloomingdale, Ind.
Martha Bennett Green, Dana, Ind.
Daisy Moore, Teacher, Montezuma, Ind.
Hazel Moore Bogue, Butlerville, Ind.

CLASS OF 1908.

Foster C. Allee, Bloomingdale, Ind.
Herman M. Allee, Teacher, Bloomingdale, Ind.
Minnie Atcheson, Teacher, Bloomingdale, Ind.
Della Bennett, Bookkeeper, Bloomingdale, Ind.
Laura Boos Nowling, Rockville, Ind.
Clara D. Chapman Engle, Marshall, Ind.
Jean Jackson, Student in Music, Tangier, Ind.
Grace Jackson, Student Indiana University, Tangier, Ind.
Barclay D. Morris, Student Earlham College, Montezuma, Ind.
Clay Moore, 526 N. State Street, Los Angeles, Cal.
Edward L. Osborne, Teacher, Bloomingdale, Ind.
Mary E. Sturm, Teacher, Silverwood, Ind.
Clara Williams, Bloomingdale, Ind.
Mabel Williams, Rockville, Ind.
Chester Woodard, 526 N. State Street, Los Angeles, Cal.

CLASS OF 1909.

Ruby Engle, Student Indiana University, Bloomingdale, Ind.
Nellie Hendricks, Student Indiana State Normal, 1420 Grand
Avenue, Terre Haute, Ind.

Ina Hill, Teacher.
Wray Hill.
Marie Myers, Teacher, Bloomingdale, Ind.
Ben Newlin, Teacher, Bloomingdale, Ind.
Dickson Russel, Student Hanover College.
William J. Rutledge, Teacher, Marshall, Ind.
Nellie Swaim Williams, Marshall, Ind.
Lloyd Woodard, Noblesville, Ind.

CLASS OF 1910.

Parke Brown, Farmer, Tangier, Ind.
Frank Byerly, Bloomingdale, Ind.
Clara Darland, Bloomingdale, Ind.
Aleph Hites, Bloomingdale, Ind.
Horace Lindley, Newberg, Ore.
Luther Manwarring, Mecca, Ind.
Kenneth Morrison, Student Earlham College, Bloomingdale, Ind.
Fred Towell, Student Earlham College, Tangier, Ind.
Goldena Vickery, Bookkeeper, Bloomingdale, Ind.
Florice Williamson, Deceased.
Harrison Williamson, Teacher, Tangier, Ind.
Glenn Wood, Student Earlham College, Bloomingdale, Ind.

Public Lectures.

A course of five lectures has been given the past year, as follows:

"On the Uses of Literature" October 22, 1910

Prof. Nathaniel Butler, University of Chicago.

"Peace and War" November, 1910

Rev. Charles E. Beals, Sec'y Western Division American
Peace Association.

"King Rene's Daughter" Dramatic Reading, December 2, 1910

Miss Jessie L. Newlin, University of Chicago.

"Weatherwise and Otherwise," March 17, 1911

Mr. V. H. Church, Section Director U. S. Weather Bureau,
Indianapolis, Ind.

"Our Native Birds" May 20, 1911

Prof. D. W. Dennis, Earlham College.

There were three concerts given by home talent. These were well attended and the proceeds from them were about half enough to put a floor in the gymnasium.

The best attendance is always secured by a dramatic entertainment and by the two long established events of the year, the contest and the commencement exercises.

The school is fortunate in the possession of a beautiful hall, seating four hundred persons, which may be had free for any respectable entertainment. The faculty feel that this should be used at least every week for the good of the school and the community, and mean to encourage the development of taste for good music and for dramatic art.

For some years it has been the custom for the Junior Class to give a play during commencement week. The play for 1911 was "The Merchant of Venice Up to Date." This was given twice, and was a good amateur performance.

According to long established custom, it is expected that at least one third of the proceeds of a student entertainment go to the Academy.

A stereopticon and a school camera have been added to the equipment of the school as a result of entertainments given this year.